

School District No. 71 (Comox Valley)

Board of Education of School District No. 71

ADDENDUM BRIEFING NOTE

TO: Board of Education
FROM: Tom Demeo, Assistant Superintendent
RE: Board Authorized Course Offerings

DATE: May 28, 2019

Background:

The following course offerings have previously been approved by the Board of Education, School District No. 71 (Comox Valley) and are being offered to students in the district.

- Fitness Knowledge 11
- Fitness Knowledge 12
- Psychology 11
- Psychology 12
- Outdoor Leadership 11

In order to align with the new curriculum these course offerings are being presented to the Board for approval in the new curriculum format.

Recommendation:

THAT the Board of Education, School District No. 71 (Comox Valley) approve the updated Board Authority Authorized courses as being presented in the new curriculum format.



Board/Authority Authorized Course Fitness 11

School District/Independent School Authority Name: Comox Valley Schools	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD #71
Developed by: Colin Cunningham	Date Developed: January, 2019
School Name: Mark R. Isfeld Secondary	Principal's Name: Sean Lamoureux
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Fitness Knowledge 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): none

Special Training, Facilities or Equipment Required: Physical Education Teacher qualification, CFES Personal Trainer Educator Certification. Gymnasium, Weight/Fitness Room, Classroom, Fields, Community Facilities.

Course Synopsis: This course has been developed to give students a comprehensive understanding of how to lead a healthy lifestyle as well as empowering them to help others do the same. It combines fitness and health education in the classroom with a practical application in a variety of settings. Successful students will complete an exam resulting in an “Introduction to Fitness Knowledge” certification, regarded widely in British Columbia as a pre-requisite for Fitness Education programs.

Goals and Rationale: Provide students with background information on how the human body works in relation to exercise including basic anatomy and physiology, muscle structure and function, training principles and program design, and how to improve muscular

strength and endurance, flexibility, and cardiovascular fitness. Students will apply their growing knowledge in a variety of fitness and game play settings. This will include safe execution of exercise techniques and the development of a personal fitness program. It is regarded that participation in a variety of recreational activities including individual pursuits and team games is a part of a healthy lifestyle, thus students will participate occasionally in such activities in support of maintaining a healthy lifestyle.

Aboriginal Worldviews and Perspectives: Learning about holistic health involves all dimensions of wellness including physical, emotional, social, mental and spiritual. Acknowledgement that we are on traditional territory of Komoux First Nations and incorporation of traditional aboriginal warm-up games and activities will be explored.

BIG IDEAS

Overall health and wellness includes physical, mental, social, emotional and spiritual dimensions. Physical health includes muscular strength and endurance, flexibility, cardiovascular fitness and body composition.

A thorough comprehension of human anatomy and physiology is essential to our understanding of exercise. Using proper anatomical terminology and analyzing movement furthers our understanding and authority in this area.

The human body responds to exercise. Learning safe exercise techniques and training principles empowers us to improve our fitness. Developing and following a personal fitness program is essential improving overall fitness and reaching goals.

Our bodies are products of our choices. The choice to regularly participate in a variety of activities and make healthy eating choices will improve our overall health.

By modelling positive, healthy behavior and using our knowledge and experience to help others in our families, our schools and our communities enables us to become Fitness Leaders.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Fitness Knowledge:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of a variety of Active Health, Wellness and Fitness Concepts in a classroom setting • Identify barriers that prevent people from improving their personal fitness levels • Apply a functional level of Anatomical Terminology and technical language as it applies to fitness, exercise science and movement analysis • Analyze movements (both single joint and compound) in terms of Agonist, Antagonist, Synergist and Stabilizer • Identify and demonstrate all actions available at each joint in the body • Apply the FITT acronym to develop a fitness program designed to meet their personal SMART Goals. <p>Active Living:</p> <ul style="list-style-type: none"> • Demonstrate safe, effective training techniques 	<p><i>Students are expected to know the following:</i></p> <p>Fitness Knowledge:</p> <ul style="list-style-type: none"> • Acquire an introductory level of the skeletal and muscular systems, skeletal muscle structure and function • Explore the Principles of Human Movement • Explain and provide an example of Training Principles and Program Design • Concepts involved with training Muscular Strength, Muscular Endurance, Hypertrophy, Flexibility, and Cardiovascular Fitness • Nutrition concepts and their contribution to wellness and body weight management, including body composition <p>Active Living:</p> <ul style="list-style-type: none"> • Identify the major muscle(s) or fitness component (s) targeted by a variety of different exercises

- Analyze and assess personal fitness levels
- Demonstrate a thorough understanding of and apply **Master Training Principles**
- Acquire, interpret and practice training techniques appropriate for improving personal fitness in accordance with personal goals
- Demonstrate self-determination by consistently committing to fitness activities daily
- Develop and design a well balanced, comprehensive Personal Fitness Program
- Practice self regulation and healthy choices according to values and areas identified as in need of improvement
- Generate ideas designed to **progressively overload** training appropriately and encourage exercise adherence through variety

Leadership:

- Examine personal values and choices and identify areas in which improvement is desired
- Model positive behaviour and healthy choices in a variety of fitness settings
- Connect and engage with classmates in a cooperative manner
- Demonstrate proper **weight room etiquette** regarding sharing of equipment, putting weights away and facility clean-up
- Demonstrate weight room safety by adhering to guidelines, and choosing appropriate exercises and stretches
- Articulate SMART Goal(s) with multiple classmates
- Build positive relationships with multiple peers via interaction in fitness environments and around common goals
- Collaborate with peers to complete fitness tasks and design group workouts
- Analyze and assess personal strengths and abilities as a Fitness Leader
- Contribute to their family, class, school community and community at large by helping others improve their fitness and health.

Participation:

- Demonstrate a willingness to try new activities in the classroom and weight room/gymnasium
- Exhibit a full effort in instructor-led and independent workouts consistently
- Participate in all activities including classroom, fitness and game play

- Understand the **RM Continuum** concept
- Understand how to manipulate the **Myotatic Stretch Reflex** and the **Inverse Myotatic Stretch Reflex**
- Prescribe multiples exercises for every major skeletal muscle group
- Prescribe multiples stretches for every major skeletal muscle group

Leadership:

- Demonstrate a firm grasp of **spotting technique** for open chain exercises
- Be familiar with **contraindicated and high-risk exercises** and demonstrate understanding of alternatives
- Understand how to manage and treat **Acute Injuries** and **Chronic Injuries** as a result of exercise and within their **Scope of Practice**
- Recognize the signs of **Exercise Induced Discomfort, Exercise Intolerance and Overtraining**

Participation:

- Understand what it takes to fully participate in a classroom session, including participating in discussions, handing in assignments and preparing for quizzes
- Consistently apply effort for an entire fitness class including warm-up activities, work-outs and cool downs
- Articulate that full participation includes exhibiting consistent effort, cooperation with peers and instructor

Big Ideas – Elaborations

Students are asked at the beginning of the course if they thought they could accurately design a fitness program for themselves. Many of them answer yes, that they are confident in doing so. During classroom sessions, students are introduced to a wide variety and progression of concepts regarding Active Health and Wellness, Components of Physical Fitness (Muscular Strength, Endurance and Flexibility, Cardiovascular Fitness and Body Composition). They learn about how to train effectively in each area based on their acquiring of knowledge about anatomy, physiology and exercise (movement) analysis. Student apply training principles as they begin to develop their own Personal Fitness Program centered around their SMART Goals. Finally, students demonstrate all of the learning and acquisition of course concepts via a 3 hour Open Book Exam. By this point it usually becomes apparent the vast amount that students have learned about Health and Fitness and their Personal Fitness Program reflects how much they have learned.

Curricular Competencies – Elaborations

This course draws from all the Core Competencies frequently and equally. It requires students to Communicate effectively with their instructor, their peers and even members of the school community and community at large in the capacity of Fitness Leader. It requires them to think critically regarding their own fitness levels and areas in which they would like to improve. Effort programs and fitness training also requires creative thinking to modify exercises and mix things up to keep clients stimulated and promote exercise adherence. Students begin to see themselves as Fitness Leaders and agents of positive change. They examine their own values and choices regarding their own health. They assess their own strengths and abilities and explore ways in which they can use them to help others. Students exhibit self-determination by consistently applying themselves to daily fitness training. Students even analyze and practice self-regulation with regards to personal technology use. In the area of Social Responsibility, students build positive relationships with others centered around healthy choices and overall well-being and helping others.

COMMUNICATION

- Students will ask and respond to direct questions regarding fitness and health
- Students will engage in open discussions about fitness and health-related topics
- Students will understand and share ideas related to promoting healthy lifestyle
- Student will lead instructional processes involving exercise using the 3 D's (describe, demonstrate, do)
- Students will give, receive and act on information from other students and their instructor via partner, small group and class fitness scenarios/workouts
- Students will share what they learn about fitness and health in their family and their greater community
- Students will practice active listening and effective communication skills via the Participant-Centered Approach
- Students will practice the process of both giving and receiving feedback

THINKING

-Creative Thinking

- Students will generate their own unique ideas for becoming more active and making healthy lifestyle changes
- Students will explore new and emerging career areas in the fitness industry as well as generate their own ideas
- Students will familiarize themselves with factors influencing Exercise Adherence and employ their own approach to help others

-Critical Thinking

- Students can analyze their own fitness levels using information and standards outlined in classroom setting
- Students will gather information on all components of physical fitness and design a comprehensive personal fitness program built around SMART goals and the FITT framework for program
- Students will make connections between Anatomy, Physiology and Exercise Science and attempt to use the technical language employed in Fitness Industry and Health Sciences area

PERSONAL AND SOCIAL

-Positive Personal and Cultural Identity

- Students will examine their family group and assess their role as a fitness leader within it
- Students will examine their own wellness and illustrate their personal balance between Physical, Social, Emotional, Spiritual and Mental well being
- Students will continue to develop their own skills in a variety of fitness settings with the focus on personal effort, attitude, participation, willingness to try new things and cooperation with others
- Students will be evaluated on the above components as well as complete self-evaluations
- Students will gain experience working with all classmates thus increasing their skills in preparation for interacting in a diverse world

-Personal Awareness and Responsibility

- Students will complete a self-inventory and identify characteristics that are their strengths as well as those that they intend to set goals around and work on improving
- Students will examine their own interests and passions as they relate to a healthy lifestyle
- Students will explore their own values and recognize that their learning is continuous and evolving
- Students will use their personal strength to motivate and support others

-Social Responsibility

- Students will participate in group and classroom activities
- Students will develop their role as a fitness leader and explore ways to have a positive impact in their family, school and greater community
- Students will have the opportunity to work with a Practice Client who is in their school, their family or their community
- Students will have the opportunity to gain practical experience (practicum) at one of many fitness facilities in their community

Content – Elaborations

Here is a general outline of the curricular content covered in this course:

- Active Health and Fitness
- The Muscular System
- Principles of Human Movement
- Muscular Strength and Endurance
- Cardiorespiratory Fitness
- Exercise Safety
- The Skeletal System
- Muscle Structure and Function
- Training Principles and Program Design
- Flexibility
- Nutrition and Body Weight Management
- Fitness Leadership

Key Understandings of Course Content

- **Active Health:** *a way of life in which physical, social, mental, emotional and spiritual activities are valued and integrated into daily living.*
- **Wellness:** *a state of overall health, where all the dimensions of fitness are being attended to and functioning well. It involves a holistic approach to one's health and is achievable through active living.*
- **Barriers:** *can be identified as anything that gets in the way or blocks progress or change. It is important to understand barriers in order to find and incorporate solutions.*
- **Anatomical Terminology:** *specialized use of language used to describe the body and how it moves.*

Content – Elaborations

- **Agonist:** *the muscle that is primarily responsible for a given movement, also known as the prime mover.*
- **Antagonist:** *the muscle that opposes the action of the prime mover, usually on the opposite side of the joint and it relaxes and stretches while the agonist contracts, also known as the opposing muscle.*
- **Synergist:** *the muscle or muscle group that assists the prime mover, also known as the assisting muscle. It crosses the same joint but is smaller in size, or it may cause movement at a secondary joint.*
- **Stabilizer:** *the muscle group which holds the body or parts of the body rigid while other parts of the body are moving.*
- **SMART Goals:** *an acronym used to describe a commonly used formal goal-setting process (Specific, Measurable, Attainable, Realistic, Time)*
- **Master Training Principles:** *are guidelines that apply to all forms of physical training, regardless of the component of fitness being focussed on.*
- **Muscular Strength:** *the maximum amount of force a muscle or muscle group can exert in a single contraction.*
- **Muscular Endurance:** *the ability of a muscle or muscle group to contract repeatedly or to sustain a contraction over time.*
- **Hypertrophy:** *is an increase in muscle fiber size, due to an increase in the fiber's cross-sectional area.*
- **Flexibility:** *the range of motion (R.O.M.) that a joint is capable of, specific to each joint.*
- **Cardiovascular Fitness:** *the capacity of the heart and lungs to deliver blood and oxygen and to remove carbon dioxide and waste products from working cells.*
- **Body Composition:** *the percentage of fat mass (adipose tissue) compared to lean mass or fat free mass (muscle, bone, etc.) it is often expressed as percentage body fat.*
- **Progressive Overload:** *a means of gradually increasing the intensity of training to avoid plateauing and encourage positive body adaptation.*
- **RM Continuum:** *the expression of repetitions to fatigue training reflective of targeted training outcomes (for example, strength training 6-8 RM, hypertrophy 8-12 RM)*
- **Myotatic Stretch Reflex:** *a proprioceptive response from muscle spindles to initiate a muscular contraction which restricts flexibility and prevents injury. Proper flexibility training overcomes this reflex and leads to greater range of motion.*
- **Inverse Myotatic Stretch Reflex:** *a proprioceptive response from Golgi Tendon Organs to initiate tension in the tendons, this can be overcome by resistive or PNF (Proprioceptive Neuromuscular Facilitation) stretching.*
- **Weight Room Etiquette:** *behaviour expectations and guidelines that everyone in a fitness facility is expected to adhere to. This involves, cooperation, respect and sharing space/equipment.*
- **Spotting:** *the use of a partner to ensure safe exercise technique and facilitate range of motion, especially used in open-ended or open-chain exercises.*
- **Contraindicated Exercises:** *exercises that are "not recommended" based on their likelihood to cause injury.*
- **High Risk Exercises:** *an exercise that is deemed to be unsafe due to a variety of factors including excessive repetition, unsafe speed or loss of control, poor postural position, beyond a joint's safe range of motion.*
- **Acute Injury:** *an injury that occurs suddenly as a result of trauma.*
- **Chronic Injury:** *an injury that occurs gradually over time, either from overuse or from a series of acute injuries in the same area.*
- **Scope of Practice:** *the overall concept of roles and responsibilities in the Fitness Industry. For example Personal Trainers are qualified to prescribe exercise regimes but not detailed nutrition programs (this is the job of a qualified Nutritionist or Dietician.)*
- **Exercise Induced Discomfort:** *the adverse feeling often accompanying an increase in activity intensity. The ability to deal with and overcome this discomfort is often a factor contributing to exercise adherence and fitness improvement.*

Content – Elaborations

- **Exercise Intolerance:** *symptoms which indicate the body is not compatible with a given exercise of intensity, these include profuse sweating, nausea, dizziness and more. Signs of Intolerance should result in immediate cessation of activity.*
- **Overtraining:** *a condition which results from insufficient recuperation time in a training program. Symptoms may include poor performance, eating/sleeping problems, fatigue, weight loss and more.*

Source: *The CFES Fitness Knowledge Course Manual 8th Edition*

Recommended Instructional Components:

- Direct, Teacher-led instruction and discussions
- Interactive Instruction
- Experiential Learning
- Partner/Group Work

- Reflective Discussion- Self and Peer
- Active Demonstration
- Experimentation

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

Learning Resources:

- The CFES Fitness Knowledge Course Student Resource Manual (8th Edition), www.canadianfitness.net

Additional Information:

This curriculum is provided by Canadian Fitness Education Services and meets the criteria for Introduction to Fitness Theory as required by the BCRPA (BC Recreation and Parks Association) and the NFLA (National Fitness Leaders Association) and is considered the first step in numerous Fitness Education programs. Successful students will receive a certificate acknowledging their completion of the course. This certificate does not expire and can be used for applications for employment and further education in this area. Further certifications (Weight Training Instructor and Personal Trainer) can be pursued by enrolling in Fitness Knowledge 12.

It is essential that the instructor for this course complete all necessary steps through CFES to become qualified. This includes their own Fitness Theory Certification, Weight Training Instructor Certification, Personal Training Certification and finally, the CFES National Educator Certification.



Board/Authority Authorized Course Fitness Knowledge 12

School District/Independent School Authority Name: Comox Valley Schools	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD #71
Developed by: Colin Cunningham	Date Developed: January, 2019
School Name: Mark R. Isfeld Secondary	Principal's Name: Sean Lamoureux
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Fitness Knowledge 12	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): it is recommended that students take Fitness Knowledge 11. Exceptions can be made pending a consultation with the Instructor.

Special Training, Facilities or Equipment Required: Physical Education Teacher qualification, CFES Personal Trainer Educator Certification. Gymnasium, Weight/Fitness Room, Classroom, Fields, Community Facilities.

Course Synopsis: This course has been developed as a continuation of Fitness Knowledge whereby students take the content previously learned and utilize their “people skills” to become Fitness Leaders. Content from Fitness Knowledge 11 will be reviewed and extended. Student will be pursuing step 2, becoming a certified Weight Training Instructor (recognized by the BCRPA and employable in any fitness facility in British Columbia) and finally step 3 (of 3) which is achieving certification as a Personal Fitness Trainer. It combines fitness and health education in the classroom with a practical application in a variety of settings, including a 20 hour Practicum Component which includes working with a practice client and/or shadowing a fitness professional in a community facility.

Goals and Rationale: Provide students with a comprehensive background education in fitness theory, health promotion and overall wellness. This includes all of the concepts covered in Fitness Knowledge 11 with a specialized focus on resistance training theory as it applies to the role of Weight Training Instructor. Students will explore Adult Age Groups and their characteristics (the main source of future clients for fitness professionals) using the Participant-Centered approach. Self-exploration is a big part of this course, as students identify their personal strengths as well as areas to focus on for improvement. Students then employ these skills to help motivate others (practice clients), help them adhere to exercise and promote positive, permanent lifestyle change. Academic goals include successful completion (80% or higher) on both the Weight Training Instructor and Personal Trainer Closed Book Examination.

Aboriginal Worldviews and Perspectives: Learning about holistic health involves all dimensions of wellness including physical, emotional, social, mental and spiritual. Acknowledgement that we are on traditional territory of Komoux First Nations and incorporation of traditional aboriginal warm-up games and activities will be explored.

BIG IDEAS

An in-depth understanding of health and wellness, human anatomy and physiology and anatomical terminology is fundamental for exhibiting leadership and helping others improve their fitness levels.

By modelling positive, healthy behavior and using our knowledge and experience to help others in our families, our schools and our communities enables us to become Fitness Leaders.

Understanding Adult Age Group Characteristics and utilizing the Participant Centered Approach will result in more successful Practice Client experiences and lead to a successful career in the Fitness Industry.

Developing healthy relationships provide a foundation for fitness leadership. Understanding barriers, motivation factors and exercise adherence are key factors for enabling the success of others.

Valuing and developing our own personal definition of the Ideal Traits of a Fitness Leader through self-reflection is an effective model for self-betterment. These traits are: Integrity, Personality, Learner-Centered, Results-Oriented, Self-Confident, Passionate, and Commitment.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Fitness Knowledge:</p> <ul style="list-style-type: none"> • Question, investigate and dispel common myths around fitness • Apply a working knowledge of Anatomical Terminology when leading others in a fitness environment. • Identify potential barriers and think critically/strategize ways around them • Further understanding of movement analysis, joint structures and biomechanics • Understand typical Adult Characteristics and utilize this knowledge to motivate others • Investigate factors that improve exercise adherence and incorporate them into program design and development. • Demonstrate understanding of all course concepts view the Weight Training Instructor and Personal Trainer written examinations. • Add to existing knowledge of Movement Analysis by identifying muscles that are passively shortening and passively lengthening • Analyze various exercise in terms of Lever Systems (1st, 2nd and 3rd Class) 	<p><i>Students are expected to know the following (key terms not in BOLD are covered in the theory portion of Fitness Knowledge 11):</i></p> <p>Fitness Knowledge:</p> <ul style="list-style-type: none"> • Anatomical Terminology • Anatomy/Physiology • Movement Analysis • Joint Structures • Biomechanics • Adult Characteristics • Barriers • Biomechanics • Movement Analysis • Lever Systems

Active Living:

- Instruct safe, effective training techniques (resistance training, flexibility and cardio-vascular components)
- Design comprehensive fitness programs which involve all components of physical fitness
- Analyze and assess fitness levels of themselves, classmates and Practice Client(s)
- Design, follow and maintain a Personal Fitness Program as a means of modeling healthy behaviour
- Participate in volunteer activities in the community or within the school which allow a sharing of Fitness Knowledge and practicing leadership skills.
- Demonstrate a working understanding of Health Screening Practices including PAR Q, PAR X, Informed Consent and Liability Release
- Help others maintain exercise intensity via the Talk Test, RPE and Heart Rate Monitoring
- Distinguish between Acute and Chronic injuries and follow guidelines for joint safety to reduce the likelihood of injury
- Demonstrate awareness of emergency protocol and scope or practice when dealing with Acute and Chronic injuries
- Apply the RICE method when appropriate
- Understand the factors that contribute to Chronic Diseases

Leadership:

- Utilize the Participant Centred Approach in a Client Consultation setting which includes health screening and SMART goal setting
- Observe fitness professionals in a variety of settings as a means of learning and developing personal skills
- Design and lead workouts for individuals and groups within class setting
- Think critically on how to progressively overload fitness programs to support the goals of practice clients
- Utilize personal strengths to motivate others and help exercise adherence
- Prescribe creative exercises and workout options to increase Exercise Adherence
- Solving problems quickly and appropriately via modification of exercises to make more/less challenging
- Recognize signs and symptoms of Overtraining and Exercise Intolerance
- Establish and maintain a Personal Professional Profile
- Understand the parameters of and appropriately apply Scope of Practice
- Value diversity by working with a variety of people in class and in the community
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Participation:

- Model self regulation regarding use of technology
- Actively participate in classroom discussion and activities

Active Living:

- **3 D's**
- Practice instruction with classmates, and employ this technique with Practice Client(s)
- **Facilitative Approach**
- Practice administering fitness assessment protocols
- **Talk Test**
- **RPE**
- **Heart Rate Monitoring**
- **Karvonen Formula**
- **Acute Injury**
- **Chronic Injury**
- **RICE**
- **Chronic Disease**
- **PAR Q**
- **PAR X**
- **Informed Consent**
- **Liability Release**

Leadership:

- **Participant Centred Approach**
- **Exercise Adherence**
- **Overtraining**
- **Exercise Induced Discomfort**
- **Exercise Intolerance**
- **Scope of Practice**

Participation

- Understand what it takes to fully participate in a classroom session, including participating in discussions, handing in assignments and preparing for quizzes

- Follow personal fitness program and engage in prescribed workouts and activities
- Participate in self-reflection exercises in light of what students are doing well and identifying areas in which they desire to improve
- Analyze the characteristics of an Ideal Fitness Professional: Integrity, Personality, Learner-Centered, Results-Oriented, Self-Confident, Passionate, Commitment and what it means to them individually
- Survey the potential factors that apply to setting up a Personal Trainer Business
- Make personal healthy eating choices
- Help others within scope of practice by providing healthy eating choices

- Contributing to their community by making a positive difference in the health and wellness of those around them
- Ideal Traits of a Fitness Professional
- **Integrity**
- **Personality**
- **Learner-Centred**
- **Results-Oriented**
- **Self-Confident**
- **Passionate**
- **Commitment**

Big Ideas – Elaborations

Fitness Knowledge 11 was an Introduction to Fitness Knowledge. Students learned a great deal in the areas of overall health and wellness, culminating the design of a comprehensive Personal Fitness Program. In Fitness Knowledge 12, it is time to develop “People Skills” and use their knowledge of fitness (Anatomy, Physiology, Biomechanics, Movement Analysis, Program Design) to help others. Student will further their learning in fitness, acquiring a deeper understanding of theory (see concepts above), mastering this theory by teaching each other and Practice Client(s). They will do so by utilizing the 3D’s teaching method (Describe, Demonstrate, Do)..

Students will model appropriate behavior and serve as a healthy example by continuing to maintain and develop personal fitness levels. Student may choose to “shadow” a Fitness Professional and may choose from a wide variety in the local community. This volunteerism can also qualify for their Work Experience requirement through the CLC (Career Life Connections) curriculum. This minimum 20 hours can be any combination of Practice Client and Volunteer work.

Students will regularly participate in reflective and self-evaluative procedures as a means of identifying and utilizing their personal strengths and continuing to evolve and improve areas in need.

WTI Exam: partway through the course, students will prepare for and write the 60 mark multiple choice Weight Training Instructor Examination. Students successfully scoring 80% or above may choose to follow through with the requirements to become a Certified WTI (recognizable and employable in any fitness facility in British Columbia).

PT Exam: near the end of the course, students will prepare for and write the 60 mark multiple choice Personal Trainer Examination. Students successfully scoring 80% or above may choose to follow through with the requirements to become a Personal Fitness Trainer. Please note there is a \$70 Examination fee for each of the above exams.

Curricular Competencies – Elaborations

COMMUNICATION

- Students will ask and respond to direct questions regarding fitness and health
- Students will engage in open discussions about fitness and health-related topics
- Students will understand and share ideas related to promoting healthy lifestyle
- Student will lead instructional processes involving exercise using the 3 D’s (describe, demonstrate, do)
- Students will give, receive and act on information from other students and their instructor via partner, small group and class fitness scenarios/workouts
- Students will share what they learn about fitness and health in their family and their greater community
- Students will practice active listening and effective communication skills via the Participant-Centered Approach
- Students will practice the process of both giving and receiving feedback

THINKING

-Creative Thinking

- Students will generate their own unique ideas for becoming more active and making healthy lifestyle changes
- Students will explore new and emerging career areas in the fitness industry as well as generate their own ideas
- Students will familiarize themselves with factors influencing Exercise Adherence and employ their own approach to help others

-Critical Thinking

- Students can analyze their own fitness levels using information and standards outlined in classroom setting
- Students will gather information on all components of physical fitness and design a comprehensive personal fitness program built around SMART goals and the FITT framework for program
- Students will make connections between Anatomy, Physiology and Exercise Science and attempt to use the technical language employed in Fitness Industry and Health Sciences area

PERSONAL AND SOCIAL

-Positive Personal and Cultural Identity

- Students will examine their family group and assess their role as a fitness leader within it
- Students will examine their own wellness and illustrate their personal balance between Physical, Social, Emotional, Spiritual and Mental well being
- Students will continue to develop their own skills in a variety of fitness settings with the focus on personal effort, attitude, participation, willingness to try new things and cooperation with others
- Students will be evaluated on the above components as well as complete self-evaluations
- Students will gain experience working with all classmates thus increasing their skills in preparation for interacting in a diverse world

-Personal Awareness and Responsibility

- Students will complete a self-inventory and identify characteristics that are their strengths as well as those that they intend to set goals around and work on improving
- Students will examine their own interests and passions as they relate to a healthy lifestyle
- Students will explore their own values and recognize that their learning is continuous and evolving
- Students will use their personal strength to motivate and support others

-Social Responsibility

- Students will participate in group and classroom activities
- Students will develop their role as a fitness leader and explore ways to have a positive impact in their family, school and greater community
- Students will have the opportunity to work with a Practice Client who is in their school, their family or their community
- Students will have the opportunity to gain practical experience (practicum) at one of many fitness facilities in their community

Content – Elaborations

Here is a general outline of the curricular content covered in this course:

Weight Training Instructor Curriculum

- An Introduction to Weight Training and Weight Training Instruction
- Establishing Your Personal Professional Profile
- Teaching Adult Exercise Programs
- Program Planning and Design
- Program Instruction and Exercise Techniques
- Exercise Safety
- Providing Nutritional Information and Support
- Becoming a Certified Weight Training Instructor

Personal Trainer Course Curriculum

- Introduction to Personal Training
- Enhancing the Success of the Client
- Anatomy of the Skeletal System
- Anatomy and Physiology of the Muscles
- Biomechanics and Applied Kinesiology
- Muscle Balance, Posture, and Spinal Stability
- Reducing the Incident and Likelihood of Injury
- Fitness Assessment Protocols and Practical Skills
- Cardiovascular Training Program Design
- Resistance Training
- Flexibility Training Program Design
- Understanding Chronic Diseases
- Health Screening and Program Design Within the Scope of Practice
- Healthy Eating Habits
- Setting Up Your Personal Trainer Business

With the understanding that students are building on the theory covered in Fitness Knowledge 11, here is an outline of the curricular content that is new at the Grade 12 level of this Fitness Knowledge Program

- **Adult Characteristics:** *the vast majority of student's future clients will come from the adult population. An adult is anyone who has reached physical maturity; any person aged 20 years and older. The adult population is further divided into groups with typical characteristics: Young Adults (20-34 years), Mid-Adults (35-54 years), and Mature Adults (55 and older).*

Content – Elaborations

- **3D's:** *an instructional technique that students and trainers should use when educating their clients. First, briefly **describe** the equipment, the exercise, primary muscle groups etc. Next, physically **demonstrate** the exercise with proper form. Finally, have the client **do** the exercise while providing active feedback.*
- **Facilitative Approach:** *an approach to interacting with clients which involves effective two way communication and actively involving them with the planning of workouts and goal setting.*
- **Participant-Centred Approach:** *an approach whereby the instructor focuses on the needs and interests of the participant.*
- **Acute Injury:** *an injury that presents itself immediately and spontaneously. Most common acute injuries include fractures of the bones, sprains, dislocations in the joints, strains in the muscle or tendon. Students should be aware of the emergency protocol and scope of practice when dealing with acute injuries.*
- **Chronic Injury:** *those injuries that develop over time due to overuse, overtraining or improper training techniques. These often include inflammatory conditions such as tendinitis, bursitis, and arthritis.*
- **RICE:** *an acronym commonly used to outline the treatment of injuries: Rest, Immobilize, Cold, Elevate.*
- **Chronic Disease:** *the onset of illness usually brought on by a sedentary lifestyle and poor nutrition choices.*
- **PAR Q:** *a screening tool used by trainers for potential clients to determine their readiness to begin a program (Physical Activity Readiness Questionnaire).*
- **PAR X:** *if a potential client answers “yes” to any questions on a PARQ, then a PAR-med-X must be filled out by a physician which indicates a client is capable of unrestricted physical activity before proceeding.*
- **Informed Consent:** *the act of acknowledging the inherent risks associated with physical exercise.*
- **Liability Release:** *there is no full releasee from liability if negligence is proven. Trainers can avoid negligence by strictly following their Scope of Practice.*
- **Exercise Adherence:** *the ability for an individual to stick with an exercise program. More than half of individuals who start a fitness program quit within three months, thus the role of the WTI and PT is critical in this process. Certain characteristics increase the likelihood of exercise adherence.*
- **Scope of Practice:** *these are guidelines which clearly outline for a Weight Training Instructor and Personal Trainer what their responsibilities and limitations are. When an individual is uncertain, it is advised to err on the side of caution. An example of a limitation would be a PT can provide “Healthy Eating Tips”, but is not qualified to prescribe a client’s diet.*
- **Talk Test:** *a means of monitoring workout intensity ideal for an inactive beginner. Those starting out on a program should not surpass intensity whereby they are unable to carry on a conversation with their trainer.*
- **RPE:** *a means of monitoring one’s own exercise intensity by predicting a “Rate of Perceived Exertion”.*
- **Heart Rate Monitoring:** *using Heart Rate as a means of monitoring exercise intensity. Ideally, a client will be in their TTZ (target Training Zone) based on their fitness goal(s).*
- **Karvonen Formula:** *a means of establishing a target training zone based on Heart Rate Reserve (takes into account Age Predicted Maximum Heart Rate and Resting Heart Rate) which makes the range specific to the individual.*
- The following are the 7 Ideal Traits of a Fitness Professional as outlined by CFES and how they apply to fitness training.
- **Integrity:** *always acting with a client’s best interest in mind;*
- **Personality:** *being friendly, motivating, understanding and encouraging;*
- **Learner-Centred:** *focusing on the client’s needs, abilities and goals;*
- **Results-Oriented:** *capable of producing happy, successful customers*

Content – Elaborations

- **Self-Confident:** *self confidence helps create confident clients;*
- **Passionate:** *without excitement, people quickly lose interest;*
- **Commitment:** *when a trainer is committed to their clients, their clients are much more committed to their programs.*

Sources: *The CFES Weight Training Instructor Course Resource Manual (7th Ed)*
The CFES Personal Trainer Course Resource Manual (1st Ed)

Recommended Instructional Components:

- Direct, Teacher-led instruction and discussions
- Interactive Instruction
- Experiential Learning
- Partner/Group Work
- Reflective Discussion- Self and Peer
- Active Demonstration
- Experimentation

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

Learning Resources:

- The CFES Weight Training Instructor Course Student Resource Manual (7th Ed), www.canadianfitness.net
- The CFES Weight Training Instructor Course Program Booklet (7th Ed), www.canadianfitness.net
- The CFES Personal Trainer Certification Course Resource Manual (1st Ed), www.canadianfitness.net
- The CFES Personal Trainer Certification Course Work Booklet and Study Guide (2nd Ed), www.canadianfitness.net

Additional Information:

This curriculum is provided by Canadian Fitness Education Services and meets the criteria for Weight Training Instructor and Personal Trainer as required by the BCRPA (BC Recreation and Parks Association). Successful students will be required to pay an exam fee of \$73.50 directly to CFES to complete each of their WTI and PT certifications. Certifications are valid for one year upon completion and need to be updated thereafter. Students working in the Fitness Industry will be required to complete a First Aid Course and obtain insurance (also available through CFES). Completion of this program is currently recognized as Dual Credit at Camosun College (PISE Campus specializing in Sport and Exercise Education Programs). Students can apply for credit for SPEX 110 (Fitness for Life), a 4 credit course at Camosun and a prerequisite for all of their programs in this area.



Comox Valley Schools

A Community of Learners

INNOVATIVE • INQUISITIVE • INCLUSIVE

Board/Authority Authorized Psychology 12

School District/Independent School Authority Name: Comox Valley	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD 71
Developed by: Toril Turner (some content has been adapted from a framework for Psychology 12 developed in Surrey by Taylor Kim and Trish Wagner)	Date Developed: 2019
School Name: Georges P. Vanier Secondary School	Principal's Name: Julie Shields
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Psychology	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): Psychology 11 is recommended but not required for Psychology 12.

Special Training, Facilities or Equipment Required: Regular Classroom

Course Synopsis: Psychology 12 builds on the knowledge introduced in Psychology 11. In this course, students will explore the field of psychology through the lens of how we use our understanding of psychology to improve our lives and overall happiness and mental well-being. The course will focus on topics that include identity, personality theory, nature vs. nurture, mental illness, psychopathy, addiction, treatment and therapy, attraction and relationships, and mental wellness.

Goals and Rationale: This course is a good background for students planning careers in teaching, health care, social work and counseling. It is also intended to develop greater personal and interpersonal awareness with the intention of being able to identify make healthy and positive life choices.

The goal is to build on students' understanding of the how and why of human thought and behavior with an emphasis on regularly connecting what they have learned to their daily lives. With a student-centered approach, Psychology 12 allows students the chance to discuss, collaborate and present. Critical thinking is at the core of this class. Since the focus of this course is to introduce students to the whys and hows of human behavior, it is only natural that they should look at their own thoughts and behaviors in order to understand the concepts. An understanding of personal experiences and their impact on human our perceptions, world views and overall experience of the world leads to an enhanced understanding of self and others, allowing for a more thoughtful, responsive approach to real-world challenges, small and large.

An understanding of self and where one fits in the larger context is more important today than ever before. Students are faced with an enormous amount of pressure to compete and succeed in school and beyond. The changing landscape of learners in the post- secondary world has helped to contribute to that pressure. We know also from recent neuroscience research that influences of technology, social media (and related activities) are changing the teenage brain. Further research shows that there is a high positive correlation to increased levels of mental illness and disorders due to this changing landscape. It is therefore imperative that if we are to teach Psychology that we must help our students understand what is happening in their brains and how, due to its plasticity, they can change their own brains.

Given this context, this course will focus on continually fostering a sense of self and cultural identity. Teens will be able to appreciate their own role in their learning and be empowered through their learning to see that their perceptions of their own abilities and, in contrast, their inabilities (self-doubts and anxieties) are actually the result of a changing world. Further, they will learn that they have the power to change their thoughts and behaviors through discussions, research and presentations.

Students can apply the skills they learn in Psychology to a wide range of post-secondary programs or in future careers. The disciplines within Psychology develop students' abilities to think critically, analytically and solve problems. They will learn to communicate their learning through a variety of methods such as written reports, oral presentations, and graphics. Studying human interactions and the relationship between humans and the environment can lead to a variety of different careers, such as ones in medicine, the arts, research, marketing, law, and public service.

Students will have opportunities to explore and better understand their own identity, perspectives, and values as well as develop the competencies that encourage active, informed citizenship. They will develop the ability to think critically, examine their own biases and assumptions, consider different perspectives and ideas with an open mind, and disagree respectfully with those who have different opinions or points of view.

Students are expected to:

- develop an understanding of the interaction between humans and the environment, and its biological, psychological, and social influences
- develop an understanding of how knowledge of the human brain and impulses can empower us to make better decisions for our own health and well-being.
- develop the competencies needed for participation in society: considering multiple perspectives, respecting different values and points of view, gathering and critically analyzing information, making informed decisions, and effectively communicating their views
- develop an understanding of the connections between the past, present, and future and the people, events, and trends that have shaped the development and evolution of societies, especially our own.
- develop an understanding of how thoughts and behaviors are made at the level of the individual and the group.
- recognize the value of a variety of cultural perspectives and explore current and past practices to form their own identity and cultural heritage, as well as those from others.
- Pursue a lifelong interest in the field and empower them to navigate life challenges and be successful in their future endeavors.

Aboriginal Worldviews and Perspectives:

Psychology 12 shares a variety of Aboriginal Worldviews and Perspectives:

- Learning is understanding identity and one's relationship with the external environment
- Learning requires exploration of one's own identity.
- Learning involves recognizing the consequences of one's actions.
- Learning involves generational roles and responsibilities
- Learning involves the teacher as facilitator of a student-centered course
- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning recognizes the role of indigenous knowledge.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations

BIG IDEAS

<p>WELLNESS</p> <p>Understanding of psychology can support well being, mental wellness and quality of life.</p>	<p>IDENTITY AND SELF</p> <p>Understanding the self is at the core of making good decisions that support one’s best life</p>	<p>PATHOLOGY</p> <p>There are many factors that can compromise mental wellness.</p>	<p>AGENCY</p> <p>People are impacted by their biology, social and environmental factors.</p>
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> • Demonstrate a sustained intellectual curiosity about a topic or problem of biological, psychological, or social importance [SEP] • Make observations aimed at identifying their own questions, including increasingly critical ones about themselves and their relationships with the world [SEP] • Use inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions to extend thinking [SEP] • Collaboratively and individually plan, select, and use appropriate investigation methods and address ethical, social and cultural issues associated with their proposed methods [SEP] • Evaluate the relevance, accuracy, and reliability of texts [SEP] and use information 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • The significance of vulnerability; reframing in the positive, openness to growth [SEP] • Maslow’s hierarchy of needs; as it applies to understanding human behaviour, and how it can be used by advertisers • Identity: how identity is shaped. Factors required for a healthy expression of identity. • Theories of personality - introduction, theories and assessment [SEP] • Psychological testing; key principles to effective psychological testing. Applied to personality tests specifically. • History of mental illness; treatments, public perceptions and change over time. • Psychopathy; myths and reality, and correlation with anti-social personality disorder. • Psychological disorders: understanding various mental disorders including causes, symptoms, predisposing factors, and treatment;

from a variety of sources for diverse purposes.

- Think critically, creatively, and reflectively to analyze ideas within, between, and beyond texts
- Recognize and appreciate the role of story, narrative, and oral tradition, including First Peoples' perspectives, values, beliefs, and points of view

learning to recognize the myths and stigmas of mental illness

- **Addiction;** causes, impact on the brain, stigma, risk and protective factors, treatment.
- **Theories of love and attraction** - an examination of the complex, wide-ranging behavior/emotions in the context of interpersonal relationships.
- **Emotions;** causes, and management. Happiness, sadness, self esteem, stress, anger.
- **Cognitive Behavioural Therapy;** where it can be applied, introduction to exercises.
- **Healthy communication;** non-verbal communication, listening, interacting in different contexts.

Big Ideas – Elaborations

WELLNESS: Understanding of psychology can support well being, mental wellness and quality of life. Students will explore content related to psychology with an understanding that there are certain factors that influence pathology that we can mitigate through understanding, awareness and lifestyle choices. All course content will be connected to this premise, as we move through self-awareness, personality and identity, pathology and ideals in terms of relationships, emotion, healing and well-being in general.

IDENTITY AND SELF: Understanding the self is at the core of making good decisions that support one's best life. Students will understand identity, and critically evaluate the factors that shape identity in general, as well as understanding their own personal identity. They will evaluate their needs, and those which are being met, in contrast with those that are not. They will gain a stronger understanding of their own personality, and aspects that they are in control of vs. those that are inherent. They will evaluate the nature and nurture debate and gain a basic understanding of epigenetics. They will identify actions and behaviours that will be realistic for supporting growth and cultivating their best selves.

PATHOLOGY: There are many factors that can compromise mental wellness. These can be biological, environmental and social. Students will understand psychopathy, mental disorders and addiction. Risk and protective factors can influence how susceptible we are to respective disorders. Students will consider their own risk and protective factors and think critically about what they have control over in order to apply this understanding to their life choices. Stigma and judgment arises due to lack of understanding and people viewing pathology via a lens of moral failing, as opposed to brain disorders.

AGENCY: People are impacted by their biology, social and environmental factors. By understanding our identities, personalities and socioeconomic factors we can more effectively make choices that can minimize psychological pathology and promote psychological wellness. We can reduce stigma and judgment of those who struggle with pathology by recognizing many factors are out of peoples' control.

Curricular Competencies – Elaborations

Students are expected to do the following:

- Demonstrate a sustained intellectual curiosity about a topic or problem of biological, psychological, or social importance. Students will be provided with background information on a variety of topics connected to the topics outlined, and then given opportunities to go into depth on topics they identify as being interesting or personally relevant.
- Make observations aimed at identifying their own questions, including increasingly critical ones about themselves and their relationships with the world. This will be imbedded in the journal responses and reflections assigned to students, as well as the topics discussed in class.
- Use inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions to extend thinking. All topics and classroom tasks will be framed by questions to support processes of inquiry. Students will also be required to complete a final project where they identify a topic of interest, identify questions to support their understanding of the topic, research and present their findings.
- Collaboratively and individually plan, select, and use appropriate investigation methods and address ethical, social and cultural issues associated with their proposed methods. Students will be given opportunities to work both in groups and independently. They will be required to reflect on a wide range of topics that require them to understand both historical and current challenges relating to ethical, social and cultural issues within the field of psychology. They will be asked to communicate their understanding in a way that reflects their current understanding, and that is respectful of other opinions.
- Evaluate the relevance, accuracy, and reliability of texts and use information from a variety of sources for diverse ^[SEP] purposes. The class will be presented with a broad spectrum of texts, including print, online and video sources. They will be provided with tools for understanding. They will be provided with support and options for research and gathering and evaluating sources of information, but then required to make choices about which information best supports understanding of their topic of study.

- Think critically, creatively, and reflectively to analyze ^{and} ideas within, between, and beyond texts. Students will be required to identify and critically evaluate their own understanding and the understanding of others. They will be tasked with communicating their individual opinions and reflections to demonstrate their personal connections and interactions with topics introduced in class.
- Recognize and appreciate the role of story, narrative, and oral tradition, including First Peoples' perspectives, values, beliefs, and points of view. The role of narrative and story is critical to our understanding of our world. Students will be asked to identify and evaluate their personal narratives, as well as our cultural one. Indigenous content will be embedded into course content.

Content – Elaborations

The significance of vulnerability; reframing in the positive, openness to growth. Ted Talk by Brene Brown. Class discussion and connection to topic of study.

Maslow's hierarchy of needs; as it applies to understanding human behaviour, and how it can be used by advertisers. The extended hierarchy will be discussed, students will evaluate advertisements and present their analysis. They will apply their understanding to a character in film.

Identity: how identity is shaped. Factors required for a healthy expression of identity. Identity formation, the concept of a “true self,” and barriers to achieving a strong identity. Gender identity from a social psychology perspective, indigenous “two spirit.”

Theories of personality - introduction, theories and assessment. Freud, Jung, Adler, Bandera, Rogers, Maslow, Allport, Cattell and Eysenck. Psychoanalytic, social psychoanalytic, behaviourism, humanism and trait theory. Students will evaluate which theory is most relevant, and compare their findings with popular understanding, with particular emphasis on the “Big Five Theory” supported by modern neuroscience.

Psychological testing; key principles to effective psychological testing. Applied to personality tests specifically. Norms, reliability and validity. Assessment of available tests, and application to individual student personalities.

Content – Elaborations

History of mental illness; treatments, public perceptions and change over time. Stigma and dehumanization of mental patients. Asylums, trephinations, bloodletting, restraints, medication and cultures of abuse. The responsibility of society.

Psychopathy; myths and reality, and correlation with anti-social personality disorder. Comparison with sociopaths, usefulness of current terminology, representation in pop-culture.

Psychological disorders: understanding various mental disorders including causes, symptoms, predisposing factors, and treatment; learning to recognize the myths and stigmas of mental illness. Mood disorders, disorders of childhood, psychotic disorders, personality disorders, anxiety disorders and somatic disorders.

Addiction; causes, impact on the brain, stigma, risk and protective factors, treatment. The reward circuit in the brain, socio-economic factors, genetic and environmental factors. Addiction to technology, drugs, alcohol and other substances and behaviour.

Theories of love and attraction - an examination of the complex, wide-ranging behavior/emotions in the context of interpersonal relationships. Evolutionary psychology, neurobiology of attraction, environmental influences on attraction, healthy vs. unhealthy relationships, codependence.

Emotions; causes, and management. Happiness, positive psychology and sociocultural influences on how happiness is perceived. Sadness vs. depression. Stress, anxiety and perfectionism. Anger, understanding where it comes from and how to express it in a healthy and productive way.

Cognitive Behavioural Therapy; where it can be applied, introduction to exercises. Therapeutic applications, “bibliotherapy”, identifying the ten types of twisted thinking.

Healthy communication; non-verbal communication, listening, interacting in different contexts. Specific tools and strategies for communicating effectively in settings that include the workplace, and personal relationships as well as dealing with people who are frustrated and angry, and expressing our own negative emotions effectively.

Recommended Instructional Components:

- encourage students to think creatively and critically, communicate skillfully, and demonstrate care for self and others;
- acknowledge the social nature of learning;
- tailor flexible groupings to enhance engagement and learning;
- allow for both physical and virtual collaboration;
- support the personal aspect to learning;
- differentiate content, processes, and products;
- promote risk-taking, wonder and curiosity;
- build connections across and within areas of knowledge;
- embed formative assessment practices such as learning intentions, criteria, questions, descriptive feedback, self and peer- assessment;
- inspire and stretch student thinking;
- promote student engagement;
- reflect the relationships between emotion, motivation and cognition;
- connect learning to the local and global communities;
- provide opportunities for students to share learning and reflect;
- utilize technologies and other tools in purposeful ways;
- involve explicit and intentional teaching; and,
- make learning visible, open, and transparent.

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

FORMATIVE ASSESSMENT

Students and teachers will engage in a process of gathering, interpreting and responding to evidence of learning.

Students will answer these questions on an ongoing basis:

- What am I learning?
- Why is it important?
- How am I doing?
- How do I know?
- What are my next steps?

The teacher will:

- Clarify learning intentions
- Generate and provide clear success criteria in student-friendly language
- Frame and solicit meaningful open-ended questions that lead to deeper understanding of the learning intentions
- Provide ongoing feedback
- Provide opportunities for ongoing self and peer assessment

SUMMATIVE ASSESSMENT

Students will complete performance-based tasks connected to curricular competencies and content. Evaluation of these tasks will be reserved for those occasions when a snapshot of student performance/achievement is required or necessary.

The evidence gathered will be used to communicate student learning and provide evaluative feedback.

Learning Resources:

- Psychology and You, 3rd Edition (National Textbook Company)
- Ted Talks
- Crash Course Psychology
- Walk in Our Shoes (Resources on Mental Health) <https://walkinourshoes.org/>
- Films (Into the Wild, Nell, One Flew Over the Cuckoo's Nest)
- SOGI Education BC <https://bc.sogieducation.org/>
- NIDA and Scholastic "Heads Up" <https://www.drugabuse.gov/news-events/public-education-projects/nida-scholastic-heads-up>
- John Howard Society
- The Feeling Good Handbook (David B. Burns)
- A wide range of online videos, articles and current events that support content)



Board/Authority Authorized Course Psychology 11

School District/Independent School Authority Name: Comox Valley	School District/Independent School Authority Number (e.g. SD43, Authority #432): School District # 71
Developed by: eDynamic Learning	Date Developed: January 2016
School Name: Navigate (NIDES)	Principal's Name: Jeff Taylor
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Psychology 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required: Computer with word processing software and Internet access (either LAN or Wireless).

Course Synopsis: Psychology 11 provides an introduction to the field of Psychology. Areas of study include: An Invitation to the World of Psychology; Research and Ethics; Infancy and Childhood; Adolescence; Adulthood and Aging; Brain, Body and Behaviour; Sensation and Perception; and States of Consciousness. Questions answered in this course include: Why do humans behave the way they do? Is self-knowledge the key to self-improvement? How does behavior change as we age?

Goals and Rationale:

This course is intended to provide an introduction to the field of psychology and some of the major areas of study within it. Students will explore these areas through readings, videos, labs, assignments and discussions. When they have completed the course, students should have a foundational understanding of concepts such as how psychologists use research to better treat their patients, areas of psychology you can specialize in, types of research design psychologists use, cognitive changes experienced throughout childhood, adolescence and adulthood, how the functioning of bodily systems affect behavior, what perception is, and different states of consciousness that humans experience and things that affect their states of consciousness such as alcohol, drugs, sleep deprivation, and so on.

After taking this course, students should have an increased level of self-awareness, and should be able to examine their own behavior and reactions to the world, and possibly identify the reasons they behaved or reacted the way they did. In addition, students may be able to see the behavior of others through a lens of understanding of the root causes of certain behaviours, making them more tolerant and understanding. This awareness will allow the students to be more thoughtful and informed citizens who understand their own identity, perspectives, and values and develop the competencies that encourage active, informed citizenship.

The skills and concepts learned in Psychology 11 would benefit anyone, but in particular, there are many post-secondary programs where having taken Psychology 11 will greatly benefit the student. Examples include education, medicine, law, and the social sciences.

Aboriginal Worldviews and Perspectives:

Psychology 11 shares a variety of Aboriginal Worldviews and Perspectives:

- Learning is understanding identity and one's relationship with the external environment.
- Learning requires exploration of one's own identity.
- Learning involves recognizing the consequences of one's actions.
- Learning involves generational roles and responsibilities
- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.

BIG IDEAS

Psychology is the study of the mind and behavior.	Psychological research must meet ethical guidelines and is used by psychologists to learn how to better treat their patients.	Studying developmental psychology can help psychologists understand how people change as they grow older.	Studying bodily systems can lead to an understanding of how they affect behaviour.	Perception, or how our brain interprets sensory data, can have an impact on behaviour.	States of consciousness, or the type of mental condition a person is experiencing at a given time, can be affected by many factors, and can affect behaviour.
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ol style="list-style-type: none"> 1. Describe what psychologists do and how they differ from Psychiatrists 2. List major subfields and applied specializations of psychology 3. Outline how psychology developed 4. Compare current perspectives in psychology 5. Define theory and hypothesis, and explain how the two concepts are related 6. Describe naturalistic studies, and identify their advantages and drawbacks 7. Describe case studies, and list their uses and limitations. 8. List the steps of the scientific method 9. Describe longitudinal and cross-sectional studies, and explain the nature-nurture debate 10. Identify Piaget's stages of cognitive development, explain assimilation and accommodation, and describe how infants and children develop language 11. List Erickson's stages of psychosocial development, and explain the roles of temperament and parenting style in emotional and social development 12. Understand Kohlberg's stages of moral reasoning, and explain why Kohlberg's theory may have gender and cultural biases 13. Define adolescence, and describe how different experts view this stage of life; as well as the physical changes that occur and the possible consequences of early or late maturation 14. Define identity, and describe Marcia's states of identity formation 15. Identify risk behaviors that many adolescents adopt, and explain how adolescents 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • The nature of psychology • The importance of psychology • Reasons psychologists do research • How researchers undertake surveys and the difference between correlation and cause and effect • Understand how researchers do experiments • How researchers analyze data, test hypotheses, and communicate results and identify ethical guidelines for the conduct of psychological research • Physical developments that occur during the prenatal period, infancy, and childhood • Cognitive and moral developments that typically occur during adolescence • How social relationships normally change during adolescence, and describe peer pressure • Life challenges and physical changes of young adulthood • How people choose spouses, why couples divorce, and how divorce affects couples and their children. • Physical changes and life challenges of middle adulthood • Physical and cognitive changes of late adulthood

may learn behaviors from other teens

16. Name mental health problems that are relatively common in adolescents and identify warning signs of suicide; list protective factors for adolescents and explain how the factors relate to self-esteem and resilience
17. Define adulthood, and outline psychological theories of adult development.
18. List strategies for making young adulthood the best it can be.
19. List strategies to make middle age a great age.
20. List strategies for making late adulthood healthy and happy.
21. Explain how people come to accept their own death or the death of a loved one.
22. Distinguish between the central and peripheral nervous systems, and identify their functions
23. Understand the endocrine system, and explain how the hypothalamus provides a link between the nervous and endocrine systems
24. Outline aspects of visual perception, such as depth perception
25. Describe the nature of subliminal messages
26. Define extrasensory perception
27. Define consciousness and altered states of consciousness
28. State the nature of dreams, and list possible reasons that people dream
29. Describe hypnosis, meditation, and biofeedback
30. Identify categories of psychoactive drugs, and describe their effects

- The structure of neurons, and how neurons carry nerve impulses
- Parts of the brain, and their functions
- How scientists study the structure and function of the brain
- How psychologists study the influences of heredity and environment on psychological traits
- How humans sense stimuli
- How perception differs from sensation
- Why humans need sleep

Big Ideas – Elaborations

Psychology is the study of the mind and behavior

Sample questions:

- What is the focus of community psychology?
- List three medical services that a psychiatrist can provide but a psychologist cannot.
- In behavioral psychology, what is a stimulus and what is a response?
- How might studying psychology help you live a fuller, happier life? Give specific examples.

Psychological research

Sample questions:

- What are the two main reasons that psychologists do research?
- Why is an experiment called a controlled study?
- Compare and contrast the independent and dependent variables in an experiment. Give an example of each.
- Describe the Milgram experiment. How does it conflict with informed consent guidelines for research? How do you feel about the Milgram experiment?

Developmental Psychology

Sample questions:

- Describe physical developments that occur in infants between birth and their first birthday.
- What is the basis of moral decisions for teens in Kohlberg's conventional stage of development?
- What is Erikson's psychosocial task of late adulthood? What problem results if this task is not accomplished?
- List strategies for a healthy and happy late adulthood.

Bodily Systems

Sample questions:

- Describe what happens in the nervous system when you duck your head to avoid an object flying toward it.
- What protects the brain and spinal cord from injuries?
- What does the cerebrum control?
- How does the brain control the endocrine system?

Perception

Sample questions:

- Describe how the eye changes visible light to an image.
- What are some ways animals see or hear differently than humans?
- What does visual constancy mean?
- What have psychologists learned about perception from optical illusions?

States of Consciousness

Sample questions:

- How are brain waves measured?
- What did Sigmund Freud think was the source of most emotional problems?
- Describe the shift in circadian rhythms that occurs during puberty.
- What is insomnia?
- How do stimulant and depressant drugs affect the nervous system? Give an example of each.

Curricular Competencies – Elaborations

Questioning and predicting:

Sample opportunities to support student inquiry:

- How might studying psychology help you live a fuller, happier life? Give specific examples.
- Some scientists think that case studies are not useful because they provide information about only one person. What do you think? What is your opinion of case studies?
- Kara thinks that her best friend's outfit looks bad on her. When her friend asks Kara how she likes the outfit, Kara decides to lie to the friend and say that the outfit looks good. How might Kara explain her decision to lie if she is in the preconventional stage of moral development? How might she explain it if she is in the conventional stage?
- What are some nonrisky ways that a teen might try to gain peer acceptance? Why is peer acceptance important?
- If young adults do not form close and trusting relationships, how may this affect them later in life?

Processing and analyzing data and information:

Sample opportunities to support student inquiry:

- Explain why this statement is true: A funeral is just the beginning of recovery from the death of a loved one.
- Compare and contrast biological psychology and cultural psychology. Explain how and why a biological psychologist and a cultural psychologist might investigate the way people learn a particular behavior.
- Compare and contrast the independent and dependent variables in an experiment. Give an example of each.
- Give examples of activities or processes that are controlled by the somatic nervous system.

Evaluating:

Sample opportunities to support student inquiry:

- Assume that a PET scan was made of the brain of a person speaking and of the brain of a person smelling a flower. Describe how you would expect the PET scan of each person's brain to look.
- In a survey, a researcher found that females in the sample had a different opinion about a topic than males in the sample. Does this prove that gender causes the difference of opinion? Why or why not?
- Do you think that subliminal messages should be banned from advertising? Why or why not?
- What is your opinion about extrasensory perception? Do you think it exists? Explain your answer.

Applying:

Sample opportunities to support student inquiry:

- Describe an example of sensory adaptation that you have experienced.
- Altruism refers to behavior that helps others but does not appear to help the person performing the behavior. Describe an example of altruistic behavior, and state how a psychodynamic psychologist might explain the behavior.
- What are four phases in doing research? Describe each phase.
- What are developmental milestones and how are they measured?

Communicating:

Sample opportunities to support student inquiry:

- Why is research an important part of the psychology field? If you were a psychologist, present a specific example of what you would like to research in psychology. What psychology problem would you like to know more about and how would you approach the problem?
- What benefits does meditation have for individuals? Have you ever tried meditating? Why or why not?
- Do you believe that some people have extrasensory perception (ESP)? Why or why not?
- Do you think peer pressure is more positive or negative for individuals? Why? Why do you think that individuals conform to peer pressure?

Content – Elaborations

Introduction to Psychology:

- Fields of study
- Specializations
- Importance of Psychology
- Development of psychology
- Current perspectives in psychology

Research:

- Reasons for doing research
- Theory and hypothesis
- Correlation vs cause and effect
- How experiments are conducted
- Naturalistic studies
- Case studies
- Analyzing data

Infancy and Childhood:

- Longitudinal and cross-sectional studies
- Physical developments that occur during childhood
- Piaget's stages of cognitive development
- Erikson's stages of psychosocial development
- Kohlberg's stages of moral reasoning

Adolescence

- Definition of adolescence and how experts view this stage of life
- Cognitive and moral development that occurs in adolescence
- Marcia's states of identity formation
- Social relationships in adolescence
- Risk behaviours
- Mental health issues in adolescence
- Self-esteem and resilience

Adulthood and Aging

- Definition of adulthood
- Psychological theories of adult development
- Life challenges and physical changes of young adulthood
- Life challenges and physical changes of middle adulthood
- Life challenges and physical changes of late adulthood
- Acceptance of death

Brain, Body and Behaviour

- Nervous systems and their functions
- Structure of neurons
- How neurons carry nerve impulses
- Parts of the brain and their functions
- The endocrine system

Content – Elaborations

- The function of the hypothalamus
- Influences of heredity and environment on psychological traits

Sensation and Perception

- How humans sense stimuli
- How perception differs from sensation
- Visual perception
- Depth perception
- Subliminal messages
- Extrasensory perception

States of Consciousness

- Consciousness and altered states of consciousness
- The sleep cycle
- Why humans need sleep
- Hypnosis, meditation, and biofeedback
- Categories of psychoactive drugs, and their effects

Aboriginal World Views

- Influences of heredity and environment on psychological traits
- Define identity
- List protective factors for adolescents and explain how the factors relate to self-esteem and resilience
- Identify life challenges and physical changes of young adulthood, and list strategies for making young adulthood the best it can be

Recommended Instructional Components: All readings, resources, activities and assessments take place within Canvas. Students must enroll in the course through Navigate, and receive a username and password to access the course. Students answer text questions based on readings, answer lab questions based on online activities, participate in discussions in which they can interact with other students, and complete Unit Quizzes, a midterm exam and a final exam to demonstrate their learning.

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment

First Assignment – 10% of overall course mark
Units 1-8 – 10% of overall course mark for each unit
Midterm Exam - 5% of overall course mark
Final Exam - 5% of overall course mark

Within Each Unit, there is equal weighting for the following three categories.

1. Text, Critical Thinking and Lab Questions

- Text questions check the student's comprehension of the readings and resources.
- Critical thinking questions encourage the student to consider their learning from the unit from a personal perspective, to make connections between what they have learned and their personal experiences, and to express their own opinion on the topics.
- Lab Questions are connected to an activity that explores a facet of the field of Psychology, and encourage critical thinking
- Labs involve the exploration of an interactive website or video that relates to the learning outcomes covered in the unit. Students follow

directions to explore the interactive websites, and then answer questions based on that exploration.

2. Discussions

Discussions questions allow students to interact and share their thoughts on topics in Veterinary Science

3. Unit Quizzes

Unit quizzes check comprehension of topics covered in units

Midterm and Final

Midterm Exam – checks comprehension of units 1-4

Final Exam checks comprehension of units 5-8

Learning Resources:

Teaching materials include readings contained within the content pages of the course, links to outside websites, and videos. In addition, students receive instructional support from a Navigate teacher.

Additional Information:

None



Board/Authority Authorized Course: Outdoor Leadership 11

School District/Independent School Authority Name: Comox Valley	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD 71
Developed by: Crystal Gaudry, Grayson Pettigrew, David Miller	Date Developed: February 2019
School Name: Georges P. Vanier Secondary School	Principal's Name: Julie Shields
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Outdoor Leadership	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

None

Special Training, Facilities or Equipment Required:

None

Course Synopsis:

Outdoor Leadership 11 will work in conjunction with the Physical and Health Education - Outdoor Education 11 to prepare students for positive experiences in the outdoors. The well prepared outdoor enthusiast is better able to cope with unpleasant situations which can occur in the outdoors.

This course encourages students to develop their leadership and interpersonal skills as well as their practical knowledge of environmental and ecological issues. Students will assume leadership roles during experiential outdoor activities.

This course is designed to provide students with the opportunity to learn and practice leadership skills. A strong focus will be on cooperative leadership and inquiry-based learning. Among other elements of effective leadership, students will focus on developing teamwork skills, improving time management, organization, and communication skills.

Through study, practice and direct application of their knowledge students will develop experience based outdoor environmental leadership skills and understanding

Goals and Rationale:

Much of our learning throughout life occurs outside the formal structures of a classroom or school environment. This course will provide opportunities to learn and practice leadership, interpersonal and problem-solving skills in both formal and informal settings. It is expected that students will gain ability to apply learned leadership skills and understand environmental issues in a classroom setting and apply their knowledge in the outdoors and to school community and/or work-related situations after high school.

Aboriginal Worldviews and Perspectives:

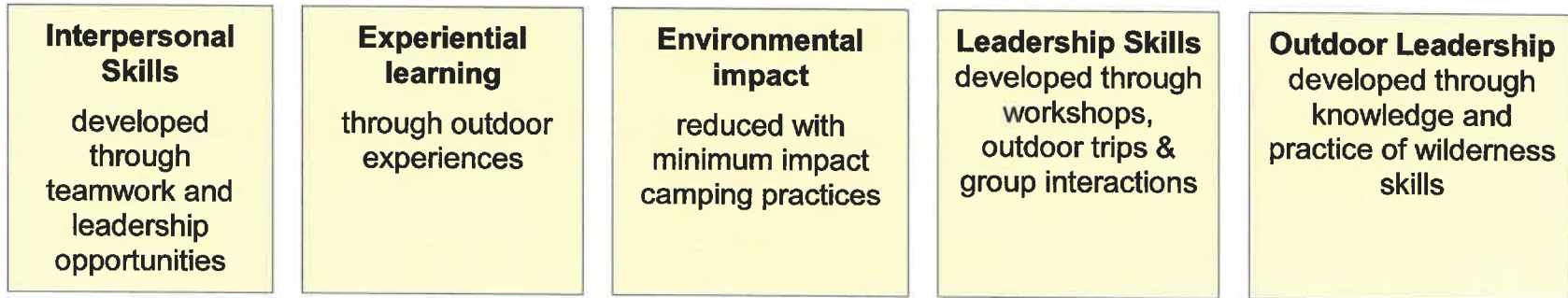
Declaration of First Peoples Principles of Learning

- Leadership supports the development of self in support of connections with others.
- Leadership involves learning from mentors as well as those we are meant to lead.
- Leadership and learning is holistic, reflexive, reflective, experiential, and relational.
- Connection to the outdoors promotes understanding of the First Peoples connectivity with nature
- Leadership requires exploration of one's identity, philosophy, and ethics.

Declaration of Aboriginal Worldviews and Perspectives:

The First Peoples Principles of Learning are inherent in the aspects included in Outdoor Leadership. Leadership is inseparable from connectedness and relationships.

BIG IDEAS



Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Leadership Skills</p> <ul style="list-style-type: none"> • Role Modeling • Group management techniques • Instructional strategies • Leader of the Day on outdoor excursions • Effective communication is a foundation of leadership development <p>Organizational Skills</p> <ul style="list-style-type: none"> • Preparation for a Leadership Role • Organizing simple & complex tasks in dynamic outdoor situations <p>Critical Thinking Skills</p> <ul style="list-style-type: none"> • Assessing Situations & Reflecting on an Appropriate response • decision making while events and issues evolve <p>Problem Solving Skills</p> <ul style="list-style-type: none"> • Defining Issues & Finding Solutions • Solve problems in group situations using a variety of leadership qualities 	<p><i>Students are expected to know the following:</i></p> <p>Knowledge of the following skills provides the opportunity to lead others who have less experience in the outdoors and gives the confidence to step into a leadership role.</p> <p>Camp Skills – skills involved when setting up camp, effective practices when camping and camp safety.</p> <p>Navigation – use of maps, compass, GPS.</p> <p>Survival Situations – know how to act in survival situations and take steps to prevent emergencies.</p> <p>Trip Preparation – planning for safe and enjoyable outdoor excursions (ie: gear, food, fitness)</p> <p>Trip Safety – being prepared for emergencies and responsibly planning trips recognizing group abilities and dynamics.</p>

Instructional Skills

- Developing learning situations & understanding learning styles

Experiential Learning Skills

- Providing solutions to complex problems through experiential learning
- Ecological Studies: Environments of coastal BC: field study investigations

Environmental Issues

- Human impacts on local environments

Interpersonal Skills

- Provide opportunities for students to share learning and reflect
- Acknowledge the social nature of learning
- Effective communication is a foundation of leadership
- Demonstrate principles of effective teamwork
- Develop techniques to encourage inclusion, cohesiveness and participation during teamwork
- Demonstrating interactions in a positive, constructive manner

Time Management Skills

- Benefits of having good time management
- Good time management skills and tools that can be used to become more successful and efficient
- How procrastination and lack of time management can lead to stress and being less productive

Environmental Stewardship – embracing our link to our environment and making smart choices to minimize our impact.

Leadership Opportunities – taking advantage of leadership opportunities embedded in the program in the community and on outdoor excursions.

Team Explore – recognizing the importance of working as a team using effective communication skills to encourage inclusion both in the classroom and in the outdoors.

Time Management – students will understand the benefits of having good time management skills in all areas of their lives.

First Peoples Perspectives – understanding First Peoples perspective of learning and connecting to nature.

Big Ideas – Elaborations

- **Leadership** is the action of leading a group of people or organization
- **Experiential Learning** e.g., hands-on experiences activate students' minds
- **Outdoor Leadership** developed through knowledge of survival skills, camp experience and trip planning practice
- **Environmental Impact** is looking at how one's actions impact the environment and aim to find ways to reduce this impact
- **Interpersonal Skills** are developed through teamwork and leadership opportunities both in the classroom and in the outdoors

Curricular Competencies – Elaborations

Leadership Skills

It is expected that the students will:

- Define the appropriate behaviours that illustrate or define leadership
- Demonstrate role modeling of group management & strategies of leadership
- Identify one's own leadership style
- Be aware of different leadership styles and be sensitive to the differences in style when working with others
- Try to utilize different leadership styles to complete tasks
- Identify positive leadership qualities in self and identify leadership traits one wants to improve on

Organizational Skills

It is expected that the students will:

- Organize themselves to undertake complex leadership tasks and roles
- Organize small and large groups to undertake complex tasks
- Plan and organize small and large groups that can adapt to changing physical and social conditions as related to complex tasks

Critical Thinking Skills

It is expected that the students will:

- Assess complex interpersonal and social situations and make critical analyses of what is occurring and possible reasons why it is occurring
- Demonstrate appropriate responses to interpersonal and social events that are occurring daily
- Amend responses to interpersonal and social events, with further critical analysis, as those events evolve

Problem Solving Skills

It is expected that the students will:

- Define the issues between two or more points of view or personal positions regarding interpersonal, social and environmental issues
- Plan a personal course of action in response to conflicting points of view or personal positions regarding interpersonal, social and environmental issues
- Analyze and reflect on the personal action taken in a situation, evaluate its effectiveness and identify a future action that may better apply to similar situations in the future

Instructional Skills

It is expected that the students will:

- Define appropriate teaching contexts in a variety of settings for small and large groups
- Implement appropriate instructional styles in a variety of settings for small and large groups

Experiential Learning Skills

It is expected that the students will:

- Assess and demonstrate different informal/experiential settings require different leadership approaches
- Implement appropriate leadership roles for small and large groups in a variety of settings
- Adapt leadership roles to changing group and physical conditions

Time Management Skills

It is expected that the students will:

- Demonstrate an understanding of different time management and organizational skills
- Review time management strategies and focus on their own difficulties in using time well and develop a plan accordingly
- Develop an understanding of the relationship between organization, efficiency, and stress
- Develop strategies to optimize the efficiency of the team when working on projects

Ecological Studies

It is expected that the students will:

- Identify different habitats and indicator species related to ecology of southwestern Coast of BC
- Describe the specific ecological parameters/attributes pertinent to a variety of coastal habitats
- Describe, based on investigation and field-based discovery, how a species or group of species within at least one habitat is important to the overall natural environment of coastal southwestern BC

Environmental Issues

It is expected that the students will:

- Identify local human impacts on the natural environment
- Identify how their personal actions may influence that impact
- Identify a more sustainable personal course of action related to local human impact on the environment
- Describe how society at large could change their actions to reduce local human impact

Content – Elaborations

Camp Skills

It is expected that the students will:

- Use minimum impact camping practices
- Understand the importance of appropriate outdoor clothing
- Understand the safety aspects of gear choices on outdoor excursions
- Demonstrate good hygiene practices in the outdoors
- Understand the use of caches or hanging food, etc. for animal safety
- Demonstrate proficient tarp usage during camp set up
- Consider menu planning, nutrition, dehydrating, and packaging food, and water filtration for multi-day trips
- Practice stove safety when cooking on camp stoves

Navigation

It is expected that the students will:

- Demonstrate proper use of maps, compass, GPS

Survival Situations

It is expected that the students will:

- Know what to do if lost in the woods
- Practice the buddy system to ensure group safety
- Know the seven enemies of survival
- Understand how to avoid, recognize and treat hypothermia
- Practice water safety on trips
- Make good decisions when considering animal safety scenarios

Trip Preparation

It is expected that the students will:

- Model safe trip planning practices
- Use appropriate gear for each activity
- Participate in menu planning incorporating nutrition and food packaging for multi-day trips
- Prepare for fitness requirements for physically demanding multi-day trips

Trip Safety

It is expected that the students will:

- Identify risk levels of the environment and conditions
- Recognizing limits of participants (physical, experience, medical, group dynamics)
- Understand the purpose and use of communication systems
- Plan effective emergency procedures for different activities and environments

Content – Elaborations

Environmental Stewardship

It is expected that the students will:

- Understand the contributions to their carbon footprint, and how to decrease their impact on the environment
- Participate in a stream assessment
- Discuss how to maintain a small footprint when participating in outdoor activities

Leadership Opportunities

It is expected that the students will:

- Model leadership skills as “leader of the day” on outdoor trips
- Complete volunteer hours in the community to “give back”
- Teach mini lessons to peers

Team Explore

It is expected that the students will:

- Work as a team
- Support others in various group activities
- Communicate effectively with group members
- Understand the principles of effective teamwork
- Model techniques to encourage inclusion
- Practice cohesiveness in group activities
- Participate in team building activities

Time Management

It is expected that the students will:

- Understand the benefits of having good time management
- Recognize the downfalls of procrastination

First Peoples Perspectives

It is expected that the students will:

- Recognize that First Peoples perspective of learning requires patience, time, and exploration of self
- Appreciate First Peoples perspective on experiential learning

Recommended Instructional Components:

Direct Instruction
Group Work
Role playing
Peer teaching
Readings

Indirect Instruction
Demonstrations
Student demonstration
Reflective writing
Volunteer experiences

Brainstorming
Observation
Experiential Learning
Videos
Guest Speakers

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

Informal observation
Self-assessment and reflection on leadership opportunities
Quizzes following the classroom sessions
Menu Planning submissions for major trips
Student written reflective Journals
Leader of the Day assignments, meetings and evaluations
Contributions to Team Explore – group work and volunteer hours
Final Project – Plan a multi-day trip to incorporate planning knowledge gained throughout the course.

Learning Resources:

Teachers, Guest Speakers

Additional Information: